

We need not hold this "talk" for more than five or ten minutes at most, but with careful planning we may make every word of it "tell," and win confidence and a quick response from our children, who will show us what they feel and need and think, if the occasion seems to them to be a spontaneous "heart-to-heart" talk.

### Adaptation.

BY BERTHA W. TUCKER.

THE Spirit's gifts are divine. Not to all is the gift of teaching, and not to all teachers is the gift of infant-class teaching. You have heard, perhaps, the story of the little girl, who, when in a quandary as to which of two dear aunts to visit, at length decided, "I shall go to Aunt Jane, for she always has plenty of cookies, and keeps them on the lowest shelf." Sometimes the minister grows discouraged. With all earnestness he has set before the great congregation that which will keep them unto life eternal, and they, turning aside to the meat that perisheth, will have none of it. The teacher of the little ones need have no such disappointments. If she will take of the blessed truths of God's word and put them within reach of the eager, little hands, they will take what she has provided.

Edward Everett Hale once said, "If you ever hear a minister remark in the midst of his discourse, 'If I had time I would illustrate this point for you,' just ask him for me to tell the story, and let the sermon go." An illustration which illustrates is one of the surest ways of putting truth within reach of the children.

Look intently into a seemingly starless sky, and, one by one, the bright little points will begin to multiply. Truly the world is a storybook our Father has written. Jesus based his parables on the flowers, the wind, the seed planted, the piece of money, the wayward son, the children playing in the market place.

There are principles of salvation, such as repentance, regeneration, consecration, final perfection, which we rightly consider essentials. But an infant-class teacher who should use such terms would be "speaking with tongues," perhaps for her own edification, surely not for the children's. And yet the truths involved in these great words, if rightly presented, the children can understand, and, because they are of the kingdom, perhaps more readily than we. "Repentance" means nothing to them, but "being sorry and trying not to do

it again," is meeting them on their own ground. Instead of "regeneration," tell of the heart with the sin-spots washed in Jesus's blood whiter than snow. They have seen each day the soiled little hand cleansed by the water; they will have no difficulty in conceiving the cleansed heart. Is "consecration" too hard a term? It is not hard to make children feel that they belong to Jesus. There is a simple little consecration prayer which I have never heard repeated by little children save with reverent earnestness:

"Two little eyes to look to God;  
Two little ears to hear his word;  
Two little feet to walk in his ways;  
Two hands to work for him all my days;  
One little tongue to speak his truth;  
One heart to give to him now in my youth.  
Take them, dear Jesus, and let them be  
Always obedient and true to Thee."

In my own week day school we offer each morning a consecration prayer modeled after David's beautiful petition. David's words are too long, so we say, "Let the words of my mouth, and the thoughts of my heart, be well-pleasing in thy sight, O my Lord." All through the year tidings come from the little morning prayer. "I say it every night before I go to sleep," or "every morning when I wake up," every now and then some little one will whisper. "Willie loves that prayer so much. He says it is making a Christian of him," a mother says. And once this year I stood by a flower-strewn couch and looked down at a loved little face asleep, and that mother said, "After he stopped knowing us, he kept saying over and over the words of your little prayer."

### Reviews.

BY ALICE MAY FLEMING.

IN teaching a review lesson the first faculty of the child's mind to be incited is the memory. Therefore it is well to begin at that point in the last lesson which has been liable to make the most impression upon the child.

It is not well to dwell too minutely upon the last lesson, which will confuse the children and make the new lesson less impressive. It is best to choose the most important points and to be sure that the class fully grasps them.

Pass gradually from the review to the new lesson. Show that the one is the natural outcome of the other. In like manner let the lesson of the day contain a hint of the next lesson, thus making the review the bud, the present lesson the flower, and the preview the fruit.